



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2007 (Reports Revised October 2007)  
ID: 11171317  
District: Nobleboro School Department  
School: Nobleboro Central School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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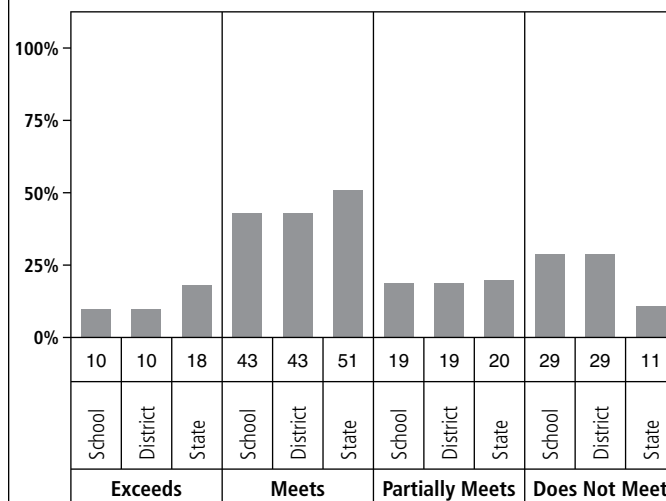
# SUMMARY OF SCORES

Date: March 2007  
 Grade: 7  
 District: Nobleboro School Department  
 School: Nobleboro Central School

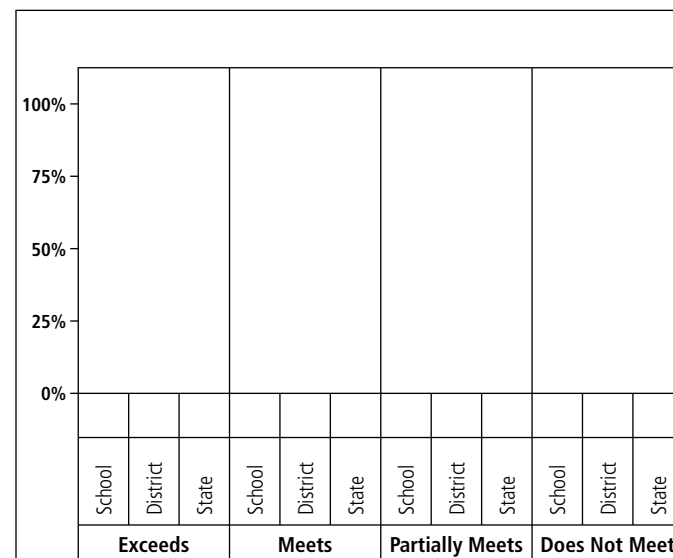
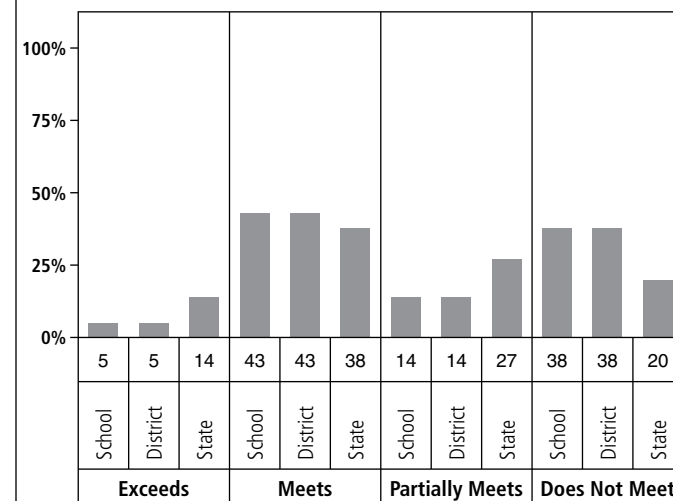
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	744 <b>740</b> 742	744 <b>740</b> 742	745 <b>748</b> 746
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	741 <b>738</b> 740	742 <b>738</b> 740	740 <b>742</b> 741

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
Grade: 7  
District: Nobleboro School Department  
School: Nobleboro Central School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		21	100	21	100	15234	100	21	100	21	100	15076	99	21	100	21	100	15071	99												
Ethnicity	African American	1	5	1	5	356	2	1	100	1	100	348	98	1	100	1	100	348	98												
	American Indian/Native Alaskan	0	0	0	0	112	1	0	0	0	0	112	100	0	0	0	0	111	99												
	Asian/Pacific Islander	0	0	0	0	182	1	0	0	0	0	179	99	0	0	0	0	179	99												
	Hispanic	0	0	0	0	138	1	0	0	0	0	133	98	0	0	0	0	133	98												
	White	20	95	20	95	14440	95	20	100	20	100	14303	99	20	100	20	100	14299	99												
	Not Reported	0	0	0	0	6	0	0	0	0	0	1	17	0	0	0	0	1	17												
Identified disability		3	14	3	14	2525	17	3	100	3	100	2469	98	3	100	3	100	2465	98												
Current LEP		0	0	0	0	277	2	0	0	0	0	269	99	0	0	0	0	270	99												
Economically disadvantaged		7	33	7	33	5501	36	7	100	7	100	5424	99	7	100	7	100	5415	99												
Migrant		0	0	0	0	10	0	0	0	0	0	10	100	0	0	0	0	10	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	18	86	18	86	12557	82	18	86	18	86	12580	83												
Identified disability (PET/IEP)	1	6	1	6	424	3	1	6	1	6	448	4												
LEP	0	0	0	0	128	1	0	0	0	0	130	1												
504 plan	0	0	0	0	160	1	0	0	0	0	161	1												
<b>Participation with accommodations</b>	3	14	3	14	2298	15	3	14	3	14	2282	15												
Identified disability (PET/IEP)	2	67	2	67	1845	80	2	67	2	67	1817	80												
LEP	0	0	0	0	122	5	0	0	0	0	133	6												
504 plan	0	0	0	0	54	2	0	0	0	0	53	2												
Other	1	33	1	33	296	13	1	33	1	33	298	13												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	209	1	0	0	0	0	209	1												
Identified disability (PET/IEP)	0	0	0	0	200	96	0	0	0	0	200	96												
LEP	0	0	0	0	7	3	0	0	0	0	7	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	12	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	30	0	0	0	0	0	30	0												
<b>Non-participation – other</b>	0	0	0	0	128	1	0	0	0	0	133	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 7  
District: Nobleboro School Department  
School: Nobleboro Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006 <b>2006-2007</b> Cum. Avg.	3	10	3	10	1769	11
		2	10	2	10	<b>2630</b>	<b>18</b>
		3	11	3	11	2200	15
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006 <b>2006-2007</b> Cum. Avg.	15	50	16	52	7521	49
		9	43	9	43	<b>7605</b>	<b>51</b>
		12	44	13	46	7563	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006 <b>2006-2007</b> Cum. Avg.	7	23	7	23	3773	24
		4	19	4	19	<b>3000</b>	<b>20</b>
		6	22	6	21	3387	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006 <b>2006-2007</b> Cum. Avg.	5	17	5	16	2399	16
		6	29	6	29	<b>1620</b>	<b>11</b>
		6	22	6	21	2010	13

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	30.3	54.1	30.3	54.1	36.0	64.3
Literary Text	24	43	12.9	53.8	12.9	53.8	15.4	64.2
Informational Text	32	57	17.5	54.7	17.5	54.7	20.6	64.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 7  
 District: Nobleboro School Department  
 School: Nobleboro Central School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	21	2	10	9	43	4	19	6	29	740	21	10	43	19	29	740	14855	18	51	20	11	748
<b>Ethnicity</b>																						
African American	1										1						335	7	40	22	30	738
American Indian/Native Alaskan	0										0						112	10	38	24	28	740
Asian/Pacific Islander	0										0						175	25	46	17	12	750
Hispanic	0										0						126	17	43	22	18	745
White	20	2	10	8	40	4	20	6	30	740	20	10	40	20	30	740	14106	18	52	20	10	749
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	3										3						2269	2	25	34	39	734
No	18	2	11	8	44	4	22	4	22	741	18	11	44	22	22	741	12586	20	56	18	6	751
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						246	3	29	28	40	733
<b>Economically disadvantaged</b>																						
Yes	7	0	0	3	43	2	29	2	29	737	7	0	43	29	29	737	5279	9	46	27	18	743
No	14	2	14	6	43	2	14	4	29	742	14	14	43	14	29	742	9576	23	54	16	7	751
<b>Migrant</b>																						
Yes	0										0						10	10	50	10	30	743
No	21	2	10	9	43	4	19	6	29	740	21	10	43	19	29	740	14845	18	51	20	11	748
<b>Gender</b>																						
Female	13	2	15	7	54	2	15	2	15	745	13	15	54	15	15	745	7214	24	52	17	7	751
Male	8	0	0	2	25	2	25	4	50	732	8	0	25	25	50	732	7640	12	51	23	14	745
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						919	7	39	34	20	741
No	21	2	10	9	43	4	19	6	29	740	21	10	43	19	29	740	13936	18	52	19	10	749
<b>Gifted/talented program</b>																						
Yes	0										0						522	62	36	2	0	764
No	21	2	10	9	43	4	19	6	29	740	21	10	43	19	29	740	14333	16	52	21	11	748

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 7  
 District: Nobleboro School Department  
 School: Nobleboro Central School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	14	0	0	1	33	0	0	2	67	730	14	0	33	0	67	730	6	8	39	25	27	740
B. less than one hour	48	2	20	3	30	2	20	3	30	741	48	20	30	20	30	741	49	17	51	21	11	748
C. one to two hours	38	0	0	5	63	2	25	1	13	742	38	0	63	25	13	742	40	20	54	18	7	751
D. more than two hours	0										0						5	17	46	22	14	747
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	20	0	0	3	75	1	25	0	0	744	20	0	75	25	0	744	35	24	56	14	6	752
B. They match some of what I have learned.	70	1	7	5	36	2	14	6	43	736	70	7	36	14	43	736	51	16	52	22	10	748
C. They match just a little of what I have learned.	10	1	50	0	0	1	50	0	0	753	10	50	0	50	0	753	11	10	42	27	22	742
D. There is no match.	0										0						3	6	29	30	35	736
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	24	1	20	4	80	0	0	0	0	751	24	20	80	0	0	751	27	33	52	10	5	755
B. good	57	1	8	4	33	4	33	3	25	738	57	8	33	33	25	738	52	15	55	21	9	748
C. fair	19	0	0	1	25	0	0	3	75	732	19	0	25	0	75	732	19	4	43	32	21	741
D. poor	0										0						2	3	31	34	32	735
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	25	1	20	1	20	0	0	3	60	738	25	20	20	0	60	738	15	12	43	23	22	743
B. about the same as my regular schoolwork	40	0	0	6	75	1	13	1	13	742	40	0	75	13	13	742	64	18	53	20	9	749
C. easier than my regular schoolwork	35	1	14	1	14	3	43	2	29	737	35	14	14	43	29	737	21	20	53	19	8	750
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	0	0	0	0	2	100	725	10	0	0	0	100	725	8	5	30	29	36	736
B. Most of the passages were about the same as what I normally read.	45	0	0	3	33	4	44	2	22	738	45	0	33	44	22	738	53	13	52	24	11	747
C. Most of the passages were easier than what I normally read.	45	2	22	5	56	0	0	2	22	744	45	22	56	0	22	744	40	26	56	13	5	753
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	43	0	0	2	22	3	33	4	44	732	43	0	22	33	44	732	44	18	51	20	10	748
B. I tried about the same as I do on my regular schoolwork.	43	2	22	4	44	1	11	2	22	744	43	22	44	11	22	744	52	19	53	19	9	749
C. I did not try as hard on this test as I do on my regular schoolwork.	14	0	0	3	100	0	0	0	0	753	14	0	100	0	0	753	4	6	40	25	28	740
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	29	0	0	5	83	1	17	0	0	747	29	0	83	17	0	747	17	25	53	13	8	752
B. 20 minutes to an hour	52	2	18	3	27	3	27	3	27	741	52	18	27	27	27	741	45	21	53	18	8	751
C. less than 20 minutes	14	0	0	0	0	0	0	3	100	722	14	0	0	0	100	722	14	16	50	21	13	747
D. I rarely read at home.	5	0	0	1	100	0	0	0	0	742	5	0	100	0	0	742	24	7	48	28	17	743
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 7  
District: Nobleboro School Department  
School: Nobleboro Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	1	3	1	3	1646	11
	<b>2006-2007</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>2142</b>	<b>14</b>
	Cum. Avg.	1	4	1	4	1894	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	17	57	18	58	5497	36
	<b>2006-2007</b>	<b>9</b>	<b>43</b>	<b>9</b>	<b>43</b>	<b>5642</b>	<b>38</b>
	Cum. Avg.	13	50	14	52	5570	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	7	23	7	23	4514	29
	<b>2006-2007</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>14</b>	<b>4077</b>	<b>27</b>
	Cum. Avg.	5	19	5	19	4296	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	5	17	5	16	3797	25
	<b>2006-2007</b>	<b>8</b>	<b>38</b>	<b>8</b>	<b>38</b>	<b>3001</b>	<b>20</b>
	Cum. Avg.	7	27	7	26	3399	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.5	46.9	7.5	46.9	7.5	46.9
Cluster 2: Shape and Size	14	25	7.8	55.7	7.8	55.7	7.9	56.4
Cluster 3: Mathematical Decision Making	8	14	3.8	47.5	3.8	47.5	3.9	48.8
Cluster 4: Patterns	18	32	7.2	40.0	7.2	40.0	9.4	52.2

## Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

## Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

## Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 7  
 District: Nobleboro School Department  
 School: Nobleboro Central School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	21	1	5	9	43	3	14	8	38	738	21	5	43	14	38	738	14862	14	38	27	20	742
<b>Ethnicity</b>																						
African American	1										1						342	2	28	25	45	729
American Indian/Native Alaskan	0										0						111	6	25	30	39	734
Asian/Pacific Islander	0										0						177	26	42	16	15	748
Hispanic	0										0						129	12	26	33	28	737
White	20	1	5	9	45	2	10	8	40	739	20	5	45	10	40	739	14102	15	38	28	19	742
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	3										3						2265	3	14	27	56	725
No	18	1	6	9	50	2	11	6	33	740	18	6	50	11	33	740	12597	17	42	27	14	745
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						14	14	14	14	57	726
Current LEP beyond first year	0										0						249	6	24	19	51	728
<b>Economically disadvantaged</b>																						
Yes	7	0	0	2	29	2	29	3	43	733	7	0	29	29	43	733	5282	6	30	31	32	735
No	14	1	7	7	50	1	7	5	36	741	14	7	50	7	36	741	9580	19	42	25	14	746
<b>Migrant</b>																						
Yes	0										0						10	0	50	20	30	734
No	21	1	5	9	43	3	14	8	38	738	21	5	43	14	38	738	14852	14	38	27	20	742
<b>Gender</b>																						
Female	13	1	8	5	38	3	23	4	31	739	13	8	38	23	31	739	7225	14	38	28	20	742
Male	8	0	0	4	50	0	0	4	50	737	8	0	50	0	50	737	7636	15	37	27	21	742
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						921	5	22	35	37	732
No	21	1	5	9	43	3	14	8	38	738	21	5	43	14	38	738	13941	15	39	27	19	743
<b>Gifted/talented program</b>																						
Yes	0										0						522	68	29	3	0	765
No	21	1	5	9	43	3	14	8	38	738	21	5	43	14	38	738	14340	12	38	28	21	741

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 7  
 District: Nobleboro School Department  
 School: Nobleboro Central School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	14	0	0	0	0	1	33	2	67	725	14	0	0	33	67	725	6	8	26	29	37	733
B. less than one hour	48	1	10	5	50	1	10	3	30	743	48	10	50	10	30	743	49	14	38	27	20	742
C. one to two hours	38	0	0	4	50	1	13	3	38	737	38	0	50	13	38	737	40	16	40	28	16	744
D. more than two hours	0										0						5	14	34	26	26	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	29	0	0	4	67	1	17	1	17	742	29	0	67	17	17	742	29	24	40	22	14	747
B. They match some of what I have learned.	52	1	9	4	36	0	0	6	55	738	52	9	36	0	55	738	51	12	41	29	18	742
C. They match just a little of what I have learned.	19	0	0	1	25	2	50	1	25	733	19	0	25	50	25	733	17	6	32	32	29	736
D. There is no match.	0										0						4	8	15	26	52	728
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	52	1	9	7	64	2	18	1	9	746	52	9	64	18	9	746	23	36	40	14	10	753
B. good	19	0	0	2	50	0	0	2	50	743	19	0	50	0	50	743	47	11	45	28	16	743
C. fair	24	0	0	0	0	1	20	4	80	721	24	0	0	20	80	721	25	3	28	38	31	734
D. poor	5	0	0	0	0	0	0	1	100	724	5	0	0	0	100	724	5	1	17	37	45	728
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	29	0	0	4	67	0	0	2	33	742	29	0	67	0	33	742	41	8	37	32	23	739
B. about the same as my regular schoolwork	52	1	9	3	27	2	18	5	45	737	52	9	27	18	45	737	49	15	41	26	18	743
C. easier than my regular schoolwork	19	0	0	2	50	1	25	1	25	738	19	0	50	25	25	738	9	41	31	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	38	0	0	3	38	2	25	3	38	733	38	0	38	25	38	733	47	13	39	28	20	742
B. I tried about the same as I do on my regular schoolwork.	52	1	9	4	36	1	9	5	45	739	52	9	36	9	45	739	48	17	39	27	18	743
C. I did not try as hard on this test as I do on my regular schoolwork.	10	0	0	2	100	0	0	0	0	757	10	0	100	0	0	757	5	11	25	28	36	735
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	5	0	0	1	100	0	0	0	0	754	5	0	100	0	0	754	9	12	37	28	23	740
B. two or three days a week	5	0	0	0	0	0	0	1	100	726	5	0	0	0	100	726	21	13	39	28	19	742
C. two or three times each month	14	0	0	0	0	2	67	1	33	732	14	0	0	67	33	732	39	17	40	27	16	745
D. never	76	1	6	8	50	1	6	6	38	739	76	6	50	6	38	739	31	13	35	28	24	740
<b>Which statement best describes the use of calculators in mathematics class?</b>																						
A. Calculators are used daily.	5	0	0	0	0	0	0	1	100	724	5	0	0	0	100	724	19	18	37	25	20	743
B. Calculators are used once or twice a week.	10	0	0	0	0	1	50	1	50	731	10	0	0	50	50	731	37	15	38	29	19	742
C. Calculators are used once or twice a month.	14	0	0	1	33	0	0	2	67	729	14	0	33	0	67	729	20	13	42	27	18	743
D. Calculators are rarely or never used.	71	1	7	8	53	2	13	4	27	742	71	7	53	13	27	742	24	13	37	29	22	741
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	19	0	0	2	50	0	0	2	50	736	19	0	50	0	50	736	9	10	32	30	28	737
B. 30–45 minutes	67	1	7	6	43	2	14	5	36	739	67	7	43	14	36	739	43	14	37	29	21	742
C. 45–60 minutes	10	0	0	1	50	1	50	0	0	745	10	0	50	50	0	745	37	17	41	26	17	744
D. more than 60 minutes	5	0	0	0	0	0	0	1	100	726	5	0	0	0	100	726	11	13	41	27	20	742
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											